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ABSTRACT

Intended for teachers and students, this document presents updated information about the design, the sections, and the scoring of the Grade 12 diploma examinations in English 30 and 33 for the 1985-86 school year in Alberta, Canada. It contains blueprints illustrating the relationship between the content and scoring of writing and reading test assignments and curriculum concepts, the categories under which summary data will be conveyed to schools, and the amount that each section of the examination contributes to the total examination grade. The document also describes the tests: the skills required, the concepts to be mastered, the amount of time to allow, the length of the written compositions, the proportion of the total score allotted to each assignment, and other scoring information. (EL)

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Grade 12 Diploma Examinations Program

English 30 & English 33

1985-86 School Year

U.S. DEPARTMENT OF EDUCATION
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CS209375

DIPLOMA EXAMINATION BULLETIN

ENGLISH 30

ENGLISH 33

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PURPOSE

The purpose of this bulletin is to provide teachers and students with complete and useful information about the diploma examinations in English 30 and English 33 for the 1985/86 school year. The bulletin presents updated information about the design, the parts, and the scoring of the examinations. Revised scoring guides are also included.

It is recommended that students have access to this bulletin, particularly to the examination scoring information. Also, copies of previously administered examinations should be on file at each school. Additional copies are available at nominal cost from the School Book Branch of Alberta Education.

Teachers may also wish to refer to the bulletin entitled *General Information*, which provides more information about the administration of the diploma examinations. This publication will be distributed to all senior high school administrators.

If you have questions or comments regarding the contents of this bulletin, please contact:

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DIPLOMA EXAMINATION BULLETIN

ENGLISH 30

SUMMARY OF CHANGES TO THE ENGLISH 30 DIPLOMA EXAMINATION 1985/86

Part A: Written Response

- **The total value of the two minor assignments has been increased from 15% to 20% of the student's examination mark.**
- **The value of the major assignment has been decreased from 35% to 30% of the student's examination mark.**

1984/85		1985/86	
Minor Assignments		Minor Assignments	
Thought and Detail	10%	Thought and Detail	15%
Writing Skills	5%	Writing Skills	5%
Major Assignment		Major Assignment	
Total Impression	5%	Total Impression	5%
Thought and Detail	15%	Thought and Detail	10%
Organization	5%	Organization	5%
Matters of Choice	5%	Matters of Choice	5%
Matters of Convention	5%	Matters of Convention	5%

All scoring guides have been revised. See pages 10 to 16.

EXAMINATION DESCRIPTION AND ADMINISTRATION

- The English 30 Diploma Examination is based on those skills and concepts from the *Program of Studies for Senior High Schools* and the *Senior High School Language Arts Curriculum Guide* that are measurable in an examination context. The examination blueprints and scoring guides are cross-referenced to the *Program of Studies for Senior High Schools*. All questions and assignments are developed by committees of teachers and test development specialists according to the curriculum specifications that appear in a separate document.

- The English 30 Diploma Examination consists of Part A: Written Response and Part B: Reading (Multiple Choice). Each contributes 50% to the total diploma examination score. Students must write BOTH parts during the same examination period if they are to receive marks in English 30.

- Part A: Written Response consists of three related sections: two minor assignments, and a major assignment. The minor assignments contribute 20% to the total examination score; the major assignment contributes 30% to the total examination score.

- The student may use a dictionary and a thesaurus while writing Part A.

- Part A will be scored as follows:
  a. Minor assignments are scored for thought and detail, and for clarity and accuracy of expression.
  b. The major assignment is scored for total impression, thought and detail, organization, matters of choice, and matters of convention.

  Detailed scoring guides are on pages 10 to 16.

- Part B: Reading (Multiple Choice) consists of 80 multiple-choice questions based on reading selections taken from fiction, non-fiction, poetry, and drama (both modern and Shakespearean). The questions examine the student's skills in
  a. understanding meanings,
  b. understanding and interpreting the relationships between form and content, and
  c. understanding and interpreting human experience and values as expressed through literature.

  Multiple-choice questions are developed to assess the following cognitive levels: understanding literal meaning, drawing inferences, applying knowledge, and evaluating ideas, techniques and values used in the reading selections.

  The student may NOT use a dictionary or a thesaurus while writing Part B: Reading (Multiple Choice).

- The English 30 Diploma Examination will be administered on the following dates in 1986:

Wednesday, January 15	9:00-11:30 a.m.	Part A: Written Response
Tuesday, January 28	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)
Wednesday, June 11	9:00-11:30 a.m.	Part A: Written Response
Tuesday, June 24	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)
Monday, August 11	9:00-11:30 a.m.	Part A: Written Response
	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)

PART A: WRITTEN RESPONSE

Part A: Written Response, worth 50% of the total diploma examination score, consists of the two related sections described on pages 8 and 9. Following the blueprint and description of writing assignments are revised scoring guides. These should be made available to students. Students may use a dictionary and a thesaurus while writing Part A.

Development of Part A: Written Response

Test developers and teacher committees used the following general guidelines to develop the writing assignments for the diploma examinations.

- The writing assignments and scoring guides must assess the skills presented in the curriculum specifications that are based on the *Program of Studies for Senior High Schools*.
- Each assignment should provide a single topic that will allow students to choose content and method of development within the context of that topic.
- Assignment topics should be specific rather than general. Topics that have no context should be avoided.
- The minor assignments should serve as pre-writing activities for the major assignment.
- The personal response assignment should allow the students to communicate personal experiences and attitudes supported by appropriate detail. These assignments may range from requesting direct response to a reading selection to inviting a more reflective or imaginative response.
- Critical response assignments should be based on specific techniques of development or presentation and will be founded on the student's understanding of the selection.
- The major assignment must direct the student to refer to literature studied in senior high school English classes.

Scoring Part A: Written Response

Selection of Markers

Part A: Written Response will be scored by English 30 teachers selected from those who have been recommended as markers to the Student Evaluation Branch by their superintendents. School superintendents will be requested to supply at least one marker for every 40 English 30 papers written by students in their jurisdictions. To qualify for recommendation by a superintendent, a prospective marker must have taught English 30 for two or more years, currently be teaching English 30, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers should contact their superintendents before October 25, 1985.*

Dates for Scoring

Part A will be scored on the following dates:

Group Leaders Only*	All Markers
January 25, 1986	January 27, 1986 - January 31, 1986
July 2, 1986	July 3, 1986 - July 12, 1986
	August 14-16, 1986

Scoring Procedures

Markers will be familiarized with the application of the scoring guides to the particular exam through discussion of sample papers prior to the actual scoring of Part A. Each student's examination will receive a minimum of three independent readings. Every effort will be made to maintain reliability and fairness of scoring.

Scoring Guides

Revised scoring guides are on pages 10 to 16. Although the scoring guides were prepared for use by teachers, they SHOULD BE MADE AVAILABLE TO STUDENTS. Some explanation of technical language may be required.

The standards inherent in these scoring guides are appropriate for use in evaluating student writing produced during an examination situation. Teachers using these guides to evaluate work done under different time constraints and writing conditions may wish to make appropriate alterations.

Blueprint for Part A: Written Response

The blueprint that follows on page 7 outlines the design of Part A. It illustrates the relationship between the content and scoring of assignments and curriculum concepts from the *Program of Studies for Senior High Schools*. As well, the blueprint delineates the categories under which summary data will be reported to school jurisdictions and the amount that each section of the examination contributes to the total examination mark.

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*Approximately 30 teachers will be invited to serve as leaders of small groups during the January/February and July scoring sessions. During the August scoring session, approximately ten group leaders will be required.

ENGLISH 30 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK	
				BY REPORTING CATEGORY	BY TEST SECTION
MINOR ASSIGNMENTS	THOUGHT AND DETAIL** The student should be able to respond personally to literature, to understand and analyse literary form and content, and to demonstrate these abilities in writing.	Concepts 1,3,4,5,6, 7,8,9,10,11, 12,13	The two writing assignments are connected to the reading of literary selections. One assignment requires the student to respond to the selection(s) in a personal context. The other assignment requires the student to understand, analyse, and evaluate techniques used in literature, and to synthesize thoughts clearly and correctly in writing.	15%	20%
	WRITING SKILLS The student should be able to communicate clearly and effectively in writing.	Concepts 2,3,4,5		5%	
MAJOR ASSIGNMENT	FIRST IMPRESSION The student should be able to create a coherent, unified composition that demonstrates maturity of expression.	Concepts 1,2,3, 4,5,6,7,8,9,10, 11,12,13		5%	30%
	THOUGHT AND DETAIL** The student should be able to understand meanings presented in literature; respond critically to literary form, structure, and style; and interpret experiences and values presented through literature. The student should also be able to select supporting details from literature studied.	Concepts 1,3,4, 5,6,7,8,9,10, 11,12,13	The writing assignment sets a specific writing task, but allows the student to choose a method of development and to select supporting details (examples, illustrations) from personal experience with literature studied. The writing assignment is generated from literary selections and requires the student to understand literal and implied meanings, and to synthesize thoughts clearly and correctly in writing.	10%	
	ORGANIZATION The student should be able to develop a coherent, unified theme or thesis by choosing an appropriate method of organization.	Concepts 2,3, 4,5		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures in a deliberate and controlled manner.	Concept 3		5%	
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to language conventions appropriate to writing.	Concept 3		5%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31
**Many reading concepts presented in the English 30 Statement of Content are reflected in the reporting category headed THOUGHT AND DETAIL. Since writing assignments are generated from literary selections, the student has the opportunity, while writing Part A: Written Response, to construct his own response to a reading passage and to deal with concepts also tested in Part B: Reading (Multiple Choice).

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Description of Part A: Written Response

Minor Assignments

The minor assignments are based on two brief readings. They require students to read the selections thoughtfully with awareness of images, language, and form. The personal response assignment provides an opportunity for students to discuss aspects of the readings from a personal perspective. The critical response assignment deals directly with the forms, techniques, and/or details of the readings. The minor assignments should enable students to reflect upon and to refine tentative meanings formulated about the readings.

Note that the value of the two minor assignments has been increased to 20% of the total examination score.

Recommended time: 20 minutes each

Length: Students are expected to respond to each minor assignment in paragraph form. Extremely brief answers that do not have adequate support and development will probably be deemed "insufficient" (see pages 10 and 12).

Value: 20% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	15%
Writing Skills	5%

NOTE: In both the personal response and the critical response assignments, students' ideas and language may be exploratory and recursive and in the limited time, polished writing can not be expected. Therefore, organization has not been included as a factor in the evaluation of these assignments; however, writing must be clear and purposeful.

Major Assignment

This section requires students to complete a composition on a topic that is generated from the readings. Students are required to develop their ideas by referring to literature that they have studied. Students are encouraged to develop their compositions using whatever methods best suit their subject and purpose. They are expected to establish and maintain a clear focus and to control the tone of their compositions.

Recommended time: 90 to 95 minutes for planning and writing
10 to 15 minutes for revision and editing

Length: Students are expected to write thoughtful and well-developed compositions. Extremely short compositions will probably be deemed insufficient (see page 14).

Value: 30% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Total Impression	5%
Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Convention	5%

Minor Assignment One: Personal Response — Scoring Guide

Thought and Detail (Curriculum Concepts 1 and 3 to 13 inclusive)

5 EXCELLENT: A perceptive understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Ideas expressed are insightful, carefully considered, and confident. Support is precise and thoughtfully selected.

4 PROFICIENT: A thoughtful understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Ideas expressed are thoughtful. Support is appropriate and purposeful.

3 SATISFACTORY: A conventional understanding of the experience presented in the selection and of its relationship to the student is demonstrated implicitly or explicitly. Ideas expressed are appropriate. Support is general and/or commonplace.

2 LIMITED: An incomplete understanding of the experience presented in the selection and of its relationship to the student is demonstrated. Ideas expressed are superficial and underdeveloped. Support is obscure and/or redundant.

1 POOR: A confused notion of the experience presented in the selection and of its relationship to the student is demonstrated. Ideas if present, are inappropriate. Support is inappropriate or lacking.

INS INSUFFICIENT: There is no discernible attempt to fulfil the assignment OR the assignment is so deficient in length that it is not possible to assess thought and detail.

NOTE: Student responses to the Personal Response Assignment will vary from writing that treats personal views and ideas analytically and rather formally to writing that is highly imaginative and experimental. Consequently, evaluation of the personal response on the diploma examination will be in the context of Louise Rosenblatt's suggestions:

> The evaluation of the answer would be in terms of the amount of evidence that the [student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.[1]

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[1]Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly 1* (Spring, 1981): 3-12.

Personal Response -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 EXCELLENT: Communication is cogent because of effective diction and purposeful sentence structure. The relative absence of errors is impressive under the circumstances, and minor errors in spelling, punctuation, and grammar do not detract from the clarity of communication.

4 PROFICIENT: Communication is successful because of generally effective diction and competent sentence structure. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

3 SATISFACTORY: Communication is clear because of adequate diction and sentence structure. Errors in spelling, punctuation, and grammar may reduce clarity but seldom impede communication.

2 LIMITED: Communication is unclear because of generally ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar impede communication.

1 POOR: Communication is unsuccessful because of ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar severely impede communication.

Minor Assignment Two: Critical Response — Scoring Guide

Thought and Detail (Curriculum Concepts 1 and 3 to 13 inclusive)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Literary interpretations are perceptive and defensible.

4 PROFICIENT: Insightful ideas are supported by appropriate details OR conventional ideas are supported by carefully chosen details. Literary interpretations are thoughtful and defensible.

3 SATISFACTORY: Ideas expressed are conventional and appropriately supported by detail OR ideas expressed are thoughtful but clear support is not present. Literary interpretations are defensible.

2 LIMITED: Conventional ideas are either unsupported or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial.

1 POOR: Scant ideas and/or few details do not develop the topic. Literary interpretations are not defensible.

INS INSUFFICIENT: No discernible attempt has been made to fulfil the assignment OR the attempt is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 EXCELLENT: Communication is cogent because of effective diction and purposeful sentence structure. The relative absence of errors is impressive under the circumstances and minor errors in spelling, punctuation, and grammar do not detract from the clarity of communication.

4 PROFICIENT: Communication is successful because of generally effective diction and competent sentence structure. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

3 SATISFACTORY: Communication is clear because of adequate diction and sentence structure. Errors in spelling, punctuation, and grammar reduce clarity but seldom impede communication.

2 LIMITED: Communication is incomplete because of generally ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar impede communication.

1 POOR: Communication is unsuccessful because of ineffective diction and sentence structure. Errors in spelling, punctuation, and grammar severely impede communication.

Major Assignment -- Scoring Guide

Total Impression (Curriculum Concepts 1 to 13 inclusive)

5 EXCELLENT: Perceptive, well-supported ideas are presented in a coherent and unified discussion. This writing communicates thoughtfully and fluently. Such writing deserves respect.

4 PROFICIENT: Appropriate, well-supported ideas are presented in a coherent and unified discussion. This writing has something to say and does so clearly. Such writing prompts attention.

3 SATISFACTORY: Conventional ideas are developed in a coherent and unified discussion. This writing communicates adequately. Such writing is usually acceptable.

2 LIMITED: Superficial and/or poorly-developed ideas are presented in a discussion that may have significant or repeated lapses in coherence and unity. This writing communicates little and does so ineffectively or incompletely. Such writing does not satisfy the reader.

1 POOR: Confused ideas are presented in a discussion that may lack a central focus, coherence, and unity. This writing says very little and leaves the reader to guess at the writer's intentions. Such writing frustrates the reader.

Continued

Major Assignment -- Scoring Guide (continued)

Thought and Detail (Curriculum Concepts 1 and 3 to 13 inclusive)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Literary interpretations are perceptive and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

4 PROFICIENT: Insightful ideas are supported by appropriate details OR conventional ideas are supported by carefully chosen details. Literary interpretations are thoughtful and defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Literary interpretations are defensible. The selection of literature to be discussed is appropriate for the topic and the level of discussion.

2 LIMITED: Conventional ideas are either weakly supported, or are accompanied by inappropriate details. Literary interpretations are incomplete or superficial. The selection of literature to be discussed is questionable in that it may not supply significant supporting details; OR the selection of literature is appropriate but significant supporting details have not been selected.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate; OR the selection of literature to be discussed is appropriate, but the writer exhibits little understanding of the literature or of the topic. The details from literature obscure the ideas, or are irrelevant to the discussion.

INS INSUFFICIENT:

- No discernible attempt has been made to fulfil the assignment
  OR
- No reference to literature studied has been made
  OR
- The only literary references present are to the readings on the exam
  OR
- The student has written so little that it is not possible to assess thought and detail

Major Assignment -- Scoring Guide (continued)

Organization (Curriculum Concepts 2, 3, 4, 5)

5 EXCELLENT: The introduction is successfully constructed to provide direction for the reader and/or to provoke further reading. The controlling idea is clearly focused. The comparison is successfully sustained throughout. The development of the controlling idea is clear and coherent. The conclusion is related appropriately to the controlling idea.

4 PROFICIENT: The introduction is constructed to provide direction for the reader. The controlling idea is focused. The comparison is generally sustained. The development of the controlling idea is clear and generally coherent. The conclusion is related appropriately to the controlling idea.

3 SATISFACTORY: The introduction is constructed to provide a general direction for the reader. The controlling idea is focused. A comparison is established at the beginning, and is mechanically maintained. The development of the controlling idea is clear, but coherence occasionally falters. The conclusion is functionally related to the main idea.

2 LIMITED: The introduction, if present, is perfunctory. A focused controlling idea is lacking OR is not maintained in the development of the composition. Comparison may be indicated at the beginning but is not maintained. The ideas are not clearly developed. The conclusion, if present, is not functional.

1 POOR: The introduction, if present, is not functional. A controlling idea is lacking. Comparison is ignored or unsuccessful. The topic is not developed or is developed incoherently. The conclusion, if present, is obscure.

Continued

Major Assignment -- Scoring Guide (continued)

Matters of Choice (Curriculum Concept 3)

5 EXCELLENT: The selection and use of words and sentence structures is effective and sometimes polished. Choices appear to have been made deliberately to achieve a particular purpose. The writing is clear, controlled and fluent.

4 PROFICIENT: The selection and use of words and sentence structures is generally effective. Choices frequently appear to have been made deliberately to achieve a particular purpose. The writing is clear and careful.

3 SATISFACTORY: The selection and use of words and sentence structures is generally clear. Choices occasionally appear to have been made deliberately to achieve a particular purpose. The writing is clear but sometimes awkward.

2 LIMITED: The selection and use of words and sentence structures is frequently ineffective. Choices seldom appear to have been made deliberately to achieve a particular purpose. The writing may be clear but is frequently awkward and uncontrolled.

1 POOR: The selection and use of words and sentence structures is frequently inaccurate and ineffective. The writer seems unaware of choices available. The writing is frequently unclear, awkward and/or uncontrolled.

Matters of Convention (Curriculum Concept 3)

5 EXCELLENT: This writing is essentially free from errors in spelling, punctuation, and grammar. The relative absence of error is impressive under the circumstances.

4 PROFICIENT: This writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

3 SATISFACTORY: This writing has occasional errors in spelling, punctuation, and grammar. These errors may reduce clarity but seldom impede communication.

2 LIMITED: This writing has frequent errors in spelling, punctuation, and grammar. These errors often impede communication.

1 POOR: This writing has errors in spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede communication.

PART B: READING (MULTIPLE CHOICE)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, consists of 80 multiple-choice questions based on readings from fiction, non-fiction, poetry, and modern and Shakespearean drama. Visual materials may also be used. For the convenience of students, readings and questions are in separate booklets. The blueprint for Part B: Reading (Multiple Choice) is on page 18. Students may NOT use a dictionary or a thesaurus while writing Part B.

Development of Part B: Reading (Multiple Choice)

Readings are selected according to the following general guidelines.

- Reading selections should be taken from fiction, non-fiction, poetry, and modern and Shakespearean drama. Visual materials may also be used.
- Reading selections should be interesting, relatively brief, and of a difficulty level appropriate to English 30. Where possible, complete selections will be used.
- The emphasis the *Program of Studies for Senior High Schools* places on Canadian content must be reflected in the examination.
- Reading selections should not condone sexual, cultural, ethnic, or religious bias.

Multiple-choice questions are developed according to the following general guidelines.

- Questions on Part B: Reading (Multiple Choice) must be based on the curriculum specifications that were developed from the *Program of Studies for Senior High Schools*.
- Questions must be worth asking in terms of literary or human issues central to the selection.
- Technical terms should be used only when appropriate, and should be used in keeping with the philosophy of the *Program of Studies for Senior High Schools*.
- Questions should be classified according to the following cognitive levels: literal understanding, inference and application, and evaluation. Whenever possible questions should be ordered from least to most difficult, from specific to general, and/or in sequence as they refer to passage details.

Blueprint for Part B: Reading (Multiple Choice)

The blueprint (page 18) outlines the design of Part B.

ENGLISH 30 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 30 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. MEANINGS The student should be able to understand, interpret, and evaluate purpose, theme, thesis, literal and figurative statements, and supporting details as presented in literary and non-literary materials.*	Concepts 6,7,8,10,15,16,19				22%
2. CRITICAL RESPONSE The student should be able to understand, interpret, and evaluate literary and non-literary form, structure, and style as well as the relationships between form and content.	Concepts 6,7,8,11,12,15,17,19,20	Percentages within individual parts of the blueprint vary depending upon the nature of the selection.			18%
3. HUMAN EXPERIENCE AND VALUES The student should be able to understand and interpret values expressed through literature. He should understand and interpret personalities and motives of characters, and the effect of setting on character, mood, tone, and action.	Concepts 6,7,8,9,12,13,15				10%
PROPORTION OF TOTAL MARK***		5%	30%	15%	50% (80 questions)

*The examination presents selections from fiction, non-fiction, poetry, and Shakespearean and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(vi)-152(xi), and Senior High School Language Arts 1982 Curriculum Guide, pp. 21-31.

***Percentages are approximate and vary depending upon the selection chosen.

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DIPLOMA EXAMINATION BULLETIN

ENGLISH 33

ENGLISH 33

SUMMARY OF CHANGES TO THE ENGLISH 33 DIPLOMA EXAMINATION 1985/86

The English 33 Diploma Examinations to be administered in January, June, and August 1986 are not exactly the same in design as those administered in 1985. The modifications in the design of these new examinations are summarized below.

Part A: Written Response

- All scoring guides have been revised to some degree. See pages 28 to 33.
- The reporting categories for Section II: Functional Writing are Thought and Detail, Organization, and Writing Skills. Organization is a new reporting category for this section. Writing Skills is a new category that combines Matters of Choice and the former Matters of Convention category. The scoring guides for Section II are on pages 30 and 31.
- The reporting categories for Section III: Response to Visual Communication are Thought and Detail and Writing Skills. The new reporting category, Writing Skills, replaces the old reporting category Matters of Convention. The scoring guides for Section III are on pages 32 and 33.

Part B: Reading (Multiple Choice)

- The number of questions in Part B has been increased from 65 to 70.
- The approximate proportion of marks by cognitive level has been altered as indicated below.

1984/85		1985/86	
Literal Understanding	10%	Literal Understanding	5%
Inference and Application	35%	Inference and Application	35%
Evaluation	5%	Evaluation	10%
Total	50%	Total	50%

EXAMINATION DESCRIPTION AND ADMINISTRATION

- The English 33 Diploma Examination is based on those skills and concepts from the *Program of Studies for Senior High Schools* and the *Senior High School Language Arts Curriculum Guide* that are measurable in an examination context. The examination blueprints and scoring guides are cross-referenced to the *Program of Studies for Senior High Schools*. All questions and assignments are developed by committees of teachers and test development specialists according to the curriculum specifications that appear in a separate document.

- The English 33 Diploma Examination consists of Part A: Written Response and Part B: Reading (Multiple Choice). Each contributes 50% to the total diploma examination score. Students must write BOTH parts during the same examination period if they are to receive marks in English 33.

- Part A: Written Response consists of three sections: a personal response to a reading selection, a functional writing assignment, and two questions about a cartoon or photograph. The response to literature contributes 25% to the total examination score; the functional assignment contributes 15%, and the visual assignment contributes 10%.

  The student may use a dictionary and a thesaurus while writing Part A.

- Part A will be scored as follows:
  a. The personal response to literature assignment is scored for thought and detail, organization, matters of choice, and matters of convention.
  b. The functional writing assignment is scored for thought and detail, organization, and writing skills (a combination of matters of choice and matters of convention).
  c. The two questions about a cartoon or photograph are scored for thought and detail and writing skills.

  Detailed scoring guides are on pages 28 to 33.

- Part B: Reading (Multiple Choice) consists of 70 multiple-choice questions based on reading selections taken from fiction, non-fiction, poetry, and modern drama. The questions examine the student's skills in
  a. understanding meanings,
  b. understanding and interpreting the relationships between form and content,
  c. understanding and interpreting human experience and values as expressed through literature, and
  d. finding and using information for a particular purpose.

Multiple-choice questions are developed to assess the following cognitive levels: understanding literal meaning; drawing inferences and applying knowledge; and evaluating the ideas, techniques, and values presented in the reading selections.

The student may NOT use a dictionary or a thesaurus while writing Part B: Reading (Multiple Choice).

- The English 33 Diploma Examination will be administered on the following dates in 1986:

Wednesday, January 15	9:00-11:30 a.m.	Part A: Written Response
Tuesday, January 28	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)
Wednesday, June 11	9:00-11:30 a.m.	Part A: Written Response
Tuesday, June 24	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)
Monday, August 11	9:00-11:30 a.m.	Part A: Written Response
	1:00- 3:00 p.m.	Part B: Reading (Multiple Choice)

PART A: WRITTEN RESPONSE

Part A: Written Response, worth 50% of the total diploma examination score, consists of the three sections described on pages 26 and 27. The revised scoring guides follow the blueprint and description of writing assignments. These should be made available to students. Students may use a dictionary and a thesaurus while writing Part A.

Development of Part A: Written Response

Test developers and teacher committees used the following general guidelines to develop the writing assignments for the diploma examinations.

- The writing assignments and scoring guides must assess the skills presented in the curriculum specifications that are based on the *Program of Studies for Senior High Schools*.
- Each assignment should provide a single topic that will allow students to choose content and method of development within the context of that topic.
- Assignment topics should be specific rather than general. Topics that do not have a direct focus should be avoided.
- The Personal Response to Literature assignment should direct the student to individual experience and reading.
- The Functional Writing assignment should provide the student with a familiar or plausible context and with a specific task to fulfil and audience to address within that context.
- The Response to Visual Communication assignments should require the student to express supported answers to questions.

Scoring of Part A: Written Response

Selection of Markers

Part A: Written Response will be scored by English 33 teachers selected from those who have been recommended as markers to the Student Evaluation Branch by their superintendents. School superintendents will be requested to supply at least one marker for every 40 English 33 papers written by students in their jurisdictions. To qualify for recommendation by a superintendent, a prospective marker must have taught English 33 for two or more years, currently be teaching English 33, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers should contact their superintendents before October 25, 1985.*

Dates for Scoring

Part A will be scored on the following dates:

Group Leaders Only*	All Markers
January 25, 1986	January 27, 1986 - January 31, 1986
July 2, 1986	July 3, 1986 - July 10, 1986
	August 15-16, 1986

Scoring Procedures

Markers will be familiarized with the application of the scoring guides to the particular exam through discussion of sample papers prior to the actual scoring of Part A. Each student's examination will receive a minimum of three independent readings. Every effort will be made to maintain reliability and fairness of scoring.

Scoring Guides

Revised scoring guides are on pages 28 to 33. Although prepared for use by teachers, SCORING GUIDES SHOULD BE MADE AVAILABLE TO STUDENTS. Some explanation of technical language may be required.

The standards inherent in these scoring guides are appropriate for use in evaluating student writing produced during an examination situation. Teachers using these guides to evaluate work done under different time contraints and writing conditions may wish to make appropriate alterations.

Blueprint for Part A: Written Response

The blueprint that follows on page 25 outlines the design of Part A. It illustrates the relationship between the content and scoring of assignments and the curriculum concepts from the *Program of Studies for Senior High Schools*. As well, the blueprint delineates the categories under which summary data will be reported to school jurisdictions, and the amount that each section of the examination contributes to the total examination mark.

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*Approximately 15 teachers will be invited to serve as leaders of small groups during the January/February and July scoring sessions. During the August scoring session, approximately seven group leaders will be required.

ENGLISH 33 DIPLOMA EXAMINATION
PART A: WRITTEN-RESPONSE BLUEPRINT

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT*	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK BY REPORTING CATEGORY	PROPORTION OF TOTAL MARK BY TEST SECTION
PERSONAL RESPONSE TO LITERATURE	THOUGHT AND DETAIL** The student should be able to understand and evaluate literature and demonstrate this understanding in writing.	Concepts 1,3,4,6, 7,8,9,12		10%	
	ORGANIZATION The student should be able to develop coherently a unified theme or thesis through an appropriate method of organization.	Concepts 2,3,4		5%	
	MATTERS OF CHOICE The student should be able to use words and syntactic structures correctly and effectively, and should be able to adjust language and syntax to suit purpose, subject, and audience.	Concepts 3,4	The writing assignment requires the student to discuss an aspect of literature from a personal perspective OR to read a short literary selection that serves as a stimulus for a personal or reflective response.	5%	25%
	MATTERS OF CONVENTION The student should be able to communicate clearly by adhering to conventions that are appropriate to written expression.	Concepts 3,4		5%	
FUNCTIONAL WRITING	THOUGHT AND DETAIL The student should be able to identify audience and purpose for writing, and select details appropriate to audience and purpose.	Concepts 1,3,4,5		10%	
	ORGANIZATION The student should be able to organize details into a coherent unit appropriate to audience and purpose.	Concepts 2,3,4	The assignment is functional in nature, and requires the student to write within a given situation or context.	2.5%	15%
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		2.5%	
RESPONSE TO VISUAL COMMUNI-CATION	THOUGHT AND DETAIL The student should be able to understand and evaluate the form and content of visual communication and demonstrate this understanding in writing.	Concepts 1,3,4,5,13, 14,16,17	Writing assignments are connected to one or more visuals (photographs and/or cartoons), and require the student to write about main ideas, techniques of communication, and personal reactions.	5%	10%
	WRITING SKILLS The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5		5%	
PROPORTION OF TOTAL MARK				50%	50%

*Program of Studies for Senior High Schools, p. 152(i)-152(v) and the Senior High School Language Arts 1982 Curriculum Guide, pp. 12-20.

**Many of the reading concepts in the English 33 Statement of Content are included in Thought and Detail. The student has the opportunity, while writing Part A: Written Expression, to present his own response to literature and to deal with concepts also tested in Part B: Reading (Multiple Choice).

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Description of Part A: Written Response

Section I: Personal Response to Literature

This section requires students to discuss aspects of their experiences with literature from a personal perspective OR to read a short selection that will serve as a stimulus for personal or reflective responses.

Recommended time: 75 minutes

Length: Students are expected to write thoughtful, carefully developed compositions. Extremely short compositions that lack developed and supported ideas will probably be deemed "insufficient" according to the scoring guide. (See page 28.)

Value: 25% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Convention	5%

Section II: Functional Writing

Students will be given a situation or context and will be asked to write within that context. Possible assignments may include: responding to an employment advertisement, writing a business letter in response to a particular situation, nominating someone for an award, or writing a letter of reference.

Recommended time: 45 minutes

Length: Students are expected to address a particular audience clearly, and to present enough material to achieve their purpose. Scoring will in part depend upon the student's consideration of audience (appropriate tone, form, and content), and fulfilment of the writing purpose. Short presentations that lack detail and essential information will lose marks for thought and detail. Extremely short presentations will probably be deemed "insufficient" according to the scoring guide. (See page 30.)

Value: 15% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	10.0%
Organization	2.5%
Writing Skills	2.5%

Section III: Response to Visual Communication

This section requires students to answer two questions based on one or more photographs and/or cartoons. The first question requires students to give personal responses to the visual presentation. The second question requires students to analyse the ideas and details present and/or the techniques used in the photographs or cartoons. Each question requires students to provide answers supported by specific detail.

Recommended time: 30 minutes

Length: Students are expected to write their answers in paragraph form.

Value: 10% of the total examination score

Scoring: Scores contribute to the total examination score in the following proportions:

Thought and Detail	**5%**
Writing Skills	**5%**

Section I: Personal Response to Literature -- Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12)

5 **PROFICIENT:** A situation or concept has been effectively established. Precise details about actions and/or characters are deliberately chosen and add clarity. Retrospection or circumspection, whether explicit or implicit, is insightful.

4 **CAPABLE:** A situation or concept has been appropriately established. Specific details about actions and/or characters are well-defined and plausible. Retrospection or circumspection, whether explicit or implicit, is thoughtful.

3 **ADEQUATE:** A situation or concept has been clearly established. Details about actions and/or characters are clear and purposeful but tend to be general. Retrospection or circumspection, whether explicit or implicit, is conventional.

2 **LIMITED:** A situation or concept has been vaguely delineated. Details about actions and/or characters are generalized and are inappropriate and/or haphazard. Retrospection or circumspection is obscure or uncertain.

1 **POOR:** An inappropriate or incomprehensible situation or concept has been presented. Details about actions and/or characters are irrelevant or absent. Retrospection or circumspection is not present or is confusing.

INS **INSUFFICIENT:** No discernible attempt has been made to respond to the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

5 **PROFICIENT:** The beginning creates interest and/or promotes further reading. The ideas and situations are developed by sentences and paragraphs that flow smoothly and coherently to an appropriate and effective conclusion.

4 **CAPABLE:** An effective beginning has been presented. The ideas and situations are developed by sentences and paragraphs that are coherently related. The conclusion is appropriate.

3 **ADEQUATE:** The beginning, development, and conclusion are functional. Sentences and paragraphs are generally related, but coherence falters on occasion.

2 **LIMITED:** The beginning and/or conclusion are non-functional. Relationships among sentences and between paragraphs are frequently unclear.

1 **POOR:** The introduction and/or conclusion, if present, are obscure. Sentences and paragraphs are not coherently related.

Section I -- Scoring Guide (continued)

Matters of Choice (Curriculum Concepts 3, 4)

5 **PROFICIENT:** Choices made by the writer are usually effective. Many words are chosen for effect and most are correctly used. Many sentences have been deliberately structured for effect.

4 **CAPABLE:** Choices made by the writer are often effective. Some words are chosen for effect, and most are correctly used. On occasion, a sentence has been deliberately structured for effect.

3 **ADEQUATE:** Choices made by the writer are occasionally effective. Most words and structures are used correctly, but attempts to structure sentences for effect are rare.

2 **LIMITED:** Choices made by the writer are often ineffective. Many words and structures are misused. No attempt is made to use sentence structure for effect.

1 **POOR:** Choices made by the writer are usually ineffective. Words and structures are misused to such an extent that clarity suffers.

Matters of Convention (Curriculum Concepts 3, 4)

5 **PROFICIENT:** The writing is essentially free from errors in spelling, punctuation, and grammar. Errors that are present do not reduce the clarity of communication.

4 **CAPABLE:** Few errors in spelling, punctuation, and grammar are present. These errors sometimes reduce but do not impede the clarity of communication.

3 **ADEQUATE:** Occasional errors in spelling, punctuation, and grammar are present. Some of these errors impede the clarity of communication.

2 **LIMITED:** Frequent errors in spelling, punctuation, and grammar are present. Many of these errors impede the clarity of communication.

1 **POOR:** Numerous errors in spelling, punctuation, and grammar are both noticeable and jarring. Most of these errors severely impede the clarity of communication.

Section II: Functional Writing — Scoring Guide

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

5 PROFICIENT: A clear and effective awareness of audience is demonstrated. Significant information is presented, and this information is enhanced by precise and appropriate details that effectively fulfil the purpose.

4 CAPABLE: A clear awareness of audience is demonstrated. Significant information is presented, and this information is substantiated by appropriate details that efficiently fulfil the purpose.

3 ADEQUATE: A recognition of audience is demonstrated. Sufficient information is presented, and this information is supported by enough detail to fulfil the purpose.

2 LIMITED: Recognition of audience is demonstrated but is not sustained. Essential information may be missing. Supporting details are scant and haphazard so that the purpose is only partially fulfilled.

1 POOR: Only a vague recognition of audience is demonstrated. Essential information and supporting details are lacking. The purpose is not fulfilled.

INS INSUFFICIENT: No discernible attempt has been made to respond to the assignment as stated, or the writing is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

5 PROFICIENT: A clearly focused and effective statement of topic or function is presented. Details are coherently related to the topic or function and are developed in sentences that flow smoothly to an effective and appropriate request, statement of expectation, or other conclusion.

4 CAPABLE: A clear and obvious statement of topic or function is presented. Details are clearly related to the topic or function. The request, statement of expectation, or other conclusion is appropriate.

3 ADEQUATE: A generally clear statement of topic or function is presented. Details are organized so that a general relationship to the topic or function is maintained, but coherence falters on occasion. The request, statement of expectation, or other conclusion is functional.

2 LIMITED: A vaguely focused statement of topic or function is presented. Details are vaguely related to the topic or function. The request, statement of expection, or other conclusion is unclear.

1 POOR: An obscure statement of topic or function is presented. The relationship between chosen details and the topic or function of the writing is obscure. The request, statement of expectation, or other conclusion is absent or inappropriate.

Section II -- Scoring Guide (continued)

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar that are present do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce but do not impede the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Scoring Guide for Section III: Response to Visual Communication -- Question 1

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

5 PROFICIENT: Given the situation present in the comic strip, cartoon, or photograph, the writer has effectively and consistently assumed an appropriate role. Feelings are effectively established. Precise details are deliberately chosen for support and/or illustration of the feelings presented.

4 CAPABLE: Given the situation present in the comic strip, cartoon, or photograph, the writer has clearly assumed an appropriate role. Feelings are clearly established. Specific details used for support and/or illustration are well-defined and accurate.

3 ADEQUATE: Given the situation present in the comic strip, cartoon, or photograph, the writer has assumed a plausible role. Feelings are explained. Details used for support and/or illustration tend to be generalized.

2 LIMITED: Given the situation present in the comic strip, cartoon, or photograph, the writer has attempted to assume a role but has not sustained this attempt. Expression of feelings is inconsistent or inappropriate. Details used for support are inappropriate and/or unclear.

1 POOR: Given the situation present in the comic strip, cartoon, or photograph, the writer has not assumed a plausible role. Feelings are vaguely delineated. Details are irrelevent, inaccurate, or absent.

INS INSUFFICIENT: No discernible attempt has been made to respond to the question asked, or the writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce but do not impede the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

Scoring Guide for Section III: Response to Visual Communication -- Question 2

Thought and Detail (Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

5 PROFICIENT: Interpretation of the comic strip, cartoon, or photograph is insightful and appropriate and is in the form of an effective generalized idea or theme. Precise details are deliberately chosen for support, and add clarity.

4 CAPABLE: Interpretation of the comic strip, cartoon, or photograph is appropriate and is in the form of a generalized idea or theme. Specific details used for support are well-defined and accurate.

3 ADEQUATE: Interpretation of the comic strip, cartoon, or photograph is conventional and may be in the form of a maxim or moral. Details used for support are clear but tend to be generalized.

2 LIMITED: Interpretation of the comic strip, cartoon, or photograph is vague and uncertain and concentrates on a particular detail rather than the cartoon or photograph as a whole. Details used for support are inappropriate and/or unclear.

1 POOR: Interpretation of the comic strip, cartoon, or photograph is inappropriate, implausible, or incomprehensible. Details are irrelevent, inaccurate, or absent.

INS INSUFFICIENT: No discernible attempt has been made to respond to the question asked, or the writing is so deficient in length that it is not possible to assess thought and detail.

Writing Skills (Curriculum Concepts 2, 3, 4, 5)

5 PROFICIENT: The selection and use of words and structures is usually effective. Errors in spelling, punctuation, and grammar that are present do not reduce the clarity of communication.

4 CAPABLE: The selection and use of words and structures is often effective. Errors in spelling, punctuation, and grammar sometimes reduce but do not impede the clarity of communication.

3 ADEQUATE: The selection and use of words and structures is occasionally effective. Errors in spelling, punctuation, and grammar occasionally impede the clarity of communication.

2 LIMITED: The selection and use of words and structures is often ineffective. Errors in spelling, punctuation, and grammar often impede the clarity of communication.

1 POOR: The selection and use of words and structures is usually ineffective. Errors in spelling, punctuation, and grammar severely impede the clarity of communication.

PART B: READING (MULTIPLE CHOICE)

Part B: Reading (Multiple Choice), worth 50% of the total diploma examination score, consists of 70 multiple-choice questions based on readings from fiction, non-fiction, poetry, and modern drama. Visual materials may also be used. For the convenience of students, readings and questions are in separate booklets. The blueprint for Part B: Reading (Multiple Choice) is on page 36. Students may NOT use a dictionary or a thesaurus while writing Part B.

Development of Part B: Reading (Multiple Choice)

Readings are selected according to the following general guidelines.

- Reading selections should be taken from fiction, non-fiction, poetry, and modern drama. Visual materials may also be presented.
- Reading selections should be interesting, relatively brief, and of a difficulty level appropriate to English 33. Where possible, complete selections will be used.
- The emphasis the *Program of Studies For Senior High Schools* places on Canadian content must be reflected in the examination.
- Reading selections should not condone sexual, cultural, ethnic, or religious bias.

Multiple-choice questions are developed according to the following general guidelines.

- Questions on Part B: Reading (Multiple Choice) must be based on the curriculum specifications that were developed from the *Program of Studies For Senior High Schools*.
- Questions must be worth asking in terms of literary or human issues central to the selection.
- Technical terms should be used only when appropriate, and should be used in keeping with the philosophy of the *Program of Studies for Senior High Schools*.
- Questions should be classified according to the following cognitive levels: literal understanding, inference and application, and evaluation. Whenever possible, questions should be ordered from least to most difficult, from specific to general, and/or in sequence as they refer to passage details.

Blueprint for Part B: Reading (Multiple Choice)

The blueprint on page 36 outlines the design of Part B. It delineates the relationship between test content and curriculum concepts, shows the headings and cognitive levels under which questions are classified and data are reported, and shows the approximate proportion of questions in each category.

Please note that the number of questions in Part B has been increased from 65 to 70. Also, the proportion of marks for questions classified as testing literal understanding has been decreased from 10% to 5% while the proportion of marks for questions classified as testing evaluation skills has been increased from 5% to 10%.

ENGLISH 33 DIPLOMA EXAMINATION
PART B: READING (MULTIPLE-CHOICE) BLUEPRINT

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. **MEANINGS** The student should be able to distinguish between major and minor events and ideas and to understand and interpret subject, purpose, theme, thesis, and supporting details of selections.*	Concepts 6,7,8,10,12,13,16				20%
2. **RELATIONSHIPS OF FORM AND CONTENT** The student should be able to understand and interpret the organization, writer's technique, point of view, and mood of literary and non-literary materials. The student should be able to evaluate how the impact of a work is affected by its organization, technique, point of view and mood.	Concepts 6,8,10,13,14,16,17	Percentages within individual parts of the blueprint will vary depending upon the nature of the selections.			10%
3. **HUMAN EXPERIENCE AND VALUES** The student should be able to understand and interpret a character's relationships, personality traits, and motivation. The student should be able to determine the writer's tone. Through literature, the student should be able to understand and interpret human experience and values.	Concepts 6,7,8,9,13,14,16,17				10%
4. **LIFE SKILLS** The student should be able to find and organize information for a specified purpose. The student should be able to evaluate information in terms of purpose.	Concepts 6,7,11,12,13,16				10%
PROPORTION OF TOTAL MARK***		5%	35%	10%	50% (70 questions)

*The examination uses selections from fiction, non-fiction, poetry, and modern drama. Visual materials may also be used.

**Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 13-14.

***Percentages are approximate, and will vary depending on the selections chosen.

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